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Editorial Notes.

THE two new "labor-saving" books, Practical Problems in Arithmetic, and One Hundred Lessons (400 exercises) in English Composition, are meeting with an extensive sale. Teachers see at a glance that these little works save a great deal of time and labor, and nearly every order asks for both of them. Fifty cents will secure them, by return of mail, post-paid.

A REPRESENTATIVE of a Boston newspaper, who has been travelling through the Indian Territories in the United States, was particularly struck with the intelligence and conversational powers of the Cherokees. They read little, yet converse with fluency and originality. Upon investigation the stranger learned that the average Cherokee spends much of his time in meditation; and that to this daily habit of silent thought are due the intelligence and wisdom manifested in his conversation. "It would be well for us," wisely observes the *Ohio Educational Monthly*, "to couple with our omnivorous reading something of the thoughtfulness of these red men. The mighty thinker is a king among men; and the teacher who can make thinkers of his pupils is a king among teachers."

"THERE is always room in the upper stories." This somewhat trite but true aphorism is nowhere more applicable than in the teaching profession. An obvious corollary is that the teacher of high ambition, the one who has given himself or herself heart and soul to the profession, and is bound to take the highest rank in it, is, if possessed of average fitness, almost sure to succeed in reaching a plane where appreciation and remuneration will be much better, competition less keen, and the higher rewards which attend the faithful use of one's best powers in the performance of duty, enjoyed. Discontent is generally as detrimental as it is disagreeable, but that species of discontent which makes one always dissatisfied with present attainments and strenuous in effort to reach a higher level of influence and usefulness, is one of the essential elements of true success.

AT the recent Convocation of Toronto University Dr. Daniel Clark, one of the Professors of the Medical Faculty of the University, made a strong plea on behalf of the necessity for making a course of lectures on mental diseases, the department which has been assigned to him, a compulsory part of every medical curriculum. Medical men, he pointed out, are continually called on to give certificates of insanity, on the strength of which patients are incarcerated in lunatic asylums. They are also called on to testify in regard to the mental competency of individuals to dispose of property. Hence the obvious necessity that they should have a thorough training in the nature and symptoms of mental disease. Strange to say Toronto University was the first on the Continent to make the study of these forms of disease a part of its medical course, and only a few others have as yet followed its example.

A CERTAIN School Board in Ontario is said to have lately passed a resolution forbidding teachers in its employ to pursue studies with a view to some other profession. We are well aware that great injustice to parents and children and great injury to the teaching profession results from the fact that teaching is so often made a stepping-stone to other pursuits. It may be even questioned whether the teacher whose whole time and thought, out of school hours, are given to something else, can be regarded as strictly honest. Nevertheless, the evil can never be remedied by any such rough and ready methods. Who is going to spy upon the teacher to see how he spends his morning and evening hours? What right have the trustees or any other persons to call him to account, so long as he is guilty of no misconduct? No teacher with spirit enough to fit him for such an office, would submit for a moment to an usurpation of power so offensive, arbitrary and absurd.

THE Hon. D. McLean, who has accepted an office in the Manitoba Government, and was recently elected by acclamation for a constituency in the Province, gave utterance in a recent speech to some sound sentiments on the educational question. Setting out from the axiom that it is the duty of the State, when giving large grants for educational purposes, to see that the very best results are obtained from that expenditure, he went on to point out that the State should not be called upon to pay for the dissemination of any particular doctrine, nor should it allow the efficiency of a portion of its Public schools to be lessened by the preference given to religious instruction over secular education. The only remedy for this state of affairs was to establish national schools, in which no religious dogma should be taught. This is, of course, as he said, no new theory, but it is well that it is coming to be so well understood in the young and growing Province of Manitoba.

THE ladies of Montreal are wise in their generation. They have organized a School of Cookery. A writer in one of the women's journals recently wound up an earnest appeal for improved cookery in the following touching and yet practical style: "Mothers, housekeepers, friends, give us good food and, oh! how good we will be." Our age is wisely trying to introduce science in every department of human life and work. Nowhere is it more needed than in the culinary regions of the homes of the people. The Montreal *Star* does but state an obvious truth, yet a truth which points a most important moral, when it says: "Many a glass of beer goes down to temporize an empty stomach. The Woman's Temperance Union does noble work, but the School of Cookery will do a work scarcely less benevolent by teaching women to prepare better food at home than husbands, brothers and sons can find elsewhere."

ACCORDING to the *School Guardian* of London, the Education Department of Victoria has carried a principle, sound enough in itself, to an absurd extreme. In excluding religious instruction from the schools it has gone so far as to exclude from its school books all references to Christianity. It is almost incredible, but the *Guardian* seems to imply that it is true that not only has Paul's address on Mars' Hill been removed from one of the school books and a description of a cotton mill substituted, but that Burns' "Cottar's Saturday Night" and Longfellow's "Wreck of the Hesperus" have been mutilated to avoid a reference to Christianity. We still think that these statements must be the invention of some enemy. The distinction between ceasing to give religious instruction in the schools and committing such absurdities as those indicated is so broad that no man of average intelligence and common sense could fail to see it.

THE Montreal *Star* approves the formation of literary clubs in that city and recommends particularly the study of Parkman's historical works. The suggestion is an excellent one for city or country. Why should not the teachers in town and village take a prominent part during the coming winter in the formation and management of clubs for the study of good literature? Nothing could be better for themselves, or for the young people whom they might thus assist to form a taste for good reading. Such societies, well conducted, would raise the average of intelligence throughout the whole country. It would be a mistake to confine the attention to any one species of literature. The available supply is happily unlimited in variety as well as in quantity, and there is a wide range within which the varying tastes of readers could be consulted with excellent results. But nothing could be more appropriate or beneficial than that the attention of the young people of Canada, which is just now passing through the critical formative stages of development, should have their patriotism stirred by such a knowledge of the early history of their own country as may be gained from Parkman's charming works.

THERE is, it must be admitted, something in the atmosphere of our upper schools and colleges which is unfriendly to rural life and its pursuits. It is too generally assumed that those who are attending these schools are fitting themselves for some less fatiguing, more remunerative and, above all, more genteel occupation. This is wrong. The moral influence of the schools should be on the other side. They should aim to impart truer conceptions of the dignity of labor, and, above all, of tilling the soil. The land is the source of all our wealth. To develop its rich resources to their utmost, to contend with the many unfavorable conditions and the numerous enemies which attend the growing crops, is a work demanding high intelligence as well as muscular strength and unfailing vigilance. Poets and men of refined and elevated natures have always delighted in the sights and sounds, and often in the occupations of rural life. It would seem as if but a higher standard of taste were required to make farming one of the most popular and fashionable, as it is one of the most independent and healthful of pursuits. Teachers and professors should do much to cultivate this taste. Above all, they should constantly discountenance the narrow notion that education is valuable only or chiefly as a preparation for some "soft" situation or profession, or as a means to any end outside of the man himself. Culture is its own end. It should be sought primarily, and, as far as posible, by every incipient man and woman, because it is a condition of the highest manhood and womanhood.

SIR DANIEL WILSON, in his Convocation address, paid a high and well-merited tribute to the merits of the late Professor Young, as a teacher. "Few men," he said, "have more thoroughly merited the designation of 'a born teacher' than the late George Paxton Young. He had those peculiar gifts and aptitudes for the highest work of academic instruction which university training may develop, but which lie wholly beyond its compass to bestow. His heart was in his work; and his enthusiasm inspired his students with a like spirit. * * * His analytical powers as a thinker, manifested as they were in association with an invincible candor and impartiality in the elucidation of systems from which he widely differed, contributed largely to his success as a teacher. * * * No one could enjoy intimate intercourse with Prof. Young without being struck with the eminent fairness with which he dealt with writers and systems most widely differing from him, while his fidelity to what he recognized as truth knew no limits." This estimate of that which constituted the chief excellence of the late Professor as an educator, is quite in line with our remarks in a previous article. The analytic power and the invincible candor which enabled him to do justice to others, were the crowning excellencies which gave such value to all his work in the lecture room. They are qualities essential to the highest success in every department of instruction, but nowhere, perhaps, are they so absolutely indispensable as in the chair of Metaphysics and Ethics.

Educational Thought.

THE ending of all earthly learning is virtuous action.—*Sir Philip Sydney.*

BE not afraid of enthusiasm; you need it; you can do nothing effectually without it.—*Guizot.*

GENIUS, in the school-room as elsewhere, if it does not consist in, at least includes, "a capacity for taking infinite pains."—*Ohio Educ. Monthly.*

TWO things are necessary in training mind. There must be something to call mind into play; and there must be teaching skill to enable the mind to profit by its exercise. That is to say, there must be a familiar subject rich in intelligent difficulties; and there must be intelligent skill to turn those difficulties to account. To give an example.—*Thring.*

IF children at school can be made to understand how it is just and noble to be humane even to what we term inferior animals, it will do much to give them a higher character and tone through life. There is nothing meaner than barbarous and cruel treatment of the dumb creatures that can not answer or resent the misery which is so often needlessly inflicted upon them.—*John Bright.*

I WONDER if you believe that teaching is a science? I wonder if you believe that teaching is a most difficult thing to do—real bona fide, efficient teaching? Or do you imagine that a man can teach a thing simply because he knows it? He must understand the subject, and then, he must know how to teach that subject. He must study his own guide—the mind of the pupil—the methods of putting the matter into the mind of the pupil.—*Dr. J. L. M. Curry.*

LIKE coral insects multitudinous
The minutes are whereof our life is made.
They build it up as in the deep's blue shade.
It grows, it comes to light, and then and thus
For both there is an end. The populous
Tea-blossoms close: our minutes that have paid
Life's debt of work are spent: the work is laid
Before their feet that shall come after us.
We may not stay to watch if it will speed—
The bard, if on some luter's string his song
Live sweetly yet; the hero, if his star
Doth shine. Work is its own best earthly meed;
Else have we none more than the sea-born throng—
Who wrought those marvelous isles that bloom afar.
—*Selected.*

WHEN time, and teaching, and love have been at work, the prison walls open, and the lord of thought comes out to take possession, the man whose power is in himself finds himself endowed, as he daily grows in power, with new members, new senses, matchless instruments, and begins to range freely through a glorious universe—a voyager on a boundless sea of discovery, gathering fresh glory and fresh delight as he ranges. Nevertheless all this transmuting power is nothing but observation, loving observation pursuing its work with skill, and working with sleepless strength, because of skill and love. Time, and teaching, and love, these three, can slowly and surely make the eye see, and the mind inspire the eye, and be inspired in turn. The slowest can begin though the swiftest cannot end. Time, teaching, and love, these three, transmute all things when life is at work. There is no incapacity which can prevent observation. And there is no inability to enjoy what observers give. The great writings of all time, rightly treated, are but lenses which all can look through. The problem of power in a man's self is capable of no hard solution. There is no stupidity. Once impress on the minds of a generation that teaching and training are names of life, and pleasure, names of new senses, new strength, new delights, which all can attain, and Plato's schoolboy will appear again. There will be no stupidity.—*Thring.*

Special Papers.

SHOULD THE EDUCATION OF GIRLS DIFFER FROM THAT OF BOYS?

BY MARY E. CARDWILL.

WAIVING the irrelevant, though interesting and much discussed, question of the relative brain weight of the sexes, is there any good reason why the intellectual training of girls should differ from that thought proper for boys?

A century ago very little provision was made for the education of girls. If they could read and write, and had a slight acquaintance with French and music, they were called accomplished. Yet this poor little pretence of learning was considered of no importance in comparison with a knowledge of household affairs. To be illiterate was then no special disgrace to a woman, but something like infamy rested upon her if she failed to be a good cook, seamstress, or housekeeper.

When girls' schools were first started, the art of sewing, at least, was given, often, if not always, a prominent place in the curriculum. A girls' school without lessons in the use of the needle could scarcely have been regarded otherwise than as something of a monstrosity, because wanting in that strictly womanly element which should mark it as a school for the gentler sex. These suggestions in respect to the spirit of "ye olden time" are dwelt upon to give pertinence to the evolution that has taken place in one brief century.

The eagerness with which girls devoted themselves to the acquisition of book knowledge, when they were given the opportunity to go beyond the scant pastures of a primary education, seems to have occasioned general alarm. Even learned men feared the consequence of learning in women. Nor were their facilities for anything like a higher education gained without a most painful struggle. The epithet "blue stocking" implied almost every unwomanly characteristic, and the possibility of almost every action from which a modest woman shrinks. Women to become learned in the "good old days," had to impale themselves upon the spikes of public opinion, or in milder terms, to endure a certain contempt, and even something like ostracism for their heroism. Educated women are now becoming so common that a few years hence a girl without a diploma of some kind, will probably be something of a phenomenon.

Woman's prompt, and, as a rule, good use of her facilities for education, prove her innate love of learning. Her intellectual ability has been placed beyond question by the many learned women which this century has produced. Her greatly increased usefulness, especially since women's colleges and girls' schools of a high order have been founded, demonstrates, at least by implication, the great worth of the much talked of "higher education" to woman's character and influence.

Yet not a few contend that because of the usually different life-duties of the sexes, their mental training should differ. There is some cogency in such reasoning, if we look upon education simply as a preparation, in a purely material, or technical sense, for the distinctive duties of men, and of women; that is, to make men bread-winners, and women home-keepers.

Doctor Lord, whose beautiful lectures really show an old-fashioned, chivalrous regard for women, says, "A woman should be educated to be interesting," "useful at home," etc. "She should be taught to become the friend and help-mate of man, never his rival." He deplores the fact that women are sometimes forced to adopt the callings of men, and to prevent this catastrophe he advises all women "to pursue some one art—like music, or painting. or decoration," "for proficiency in these arts belongs as much to the sphere of women as to men, since it refines and cultivates them." Are these words what many will feel tempted to call them, merely the expression of obsolete ideas? By no means. Within a stone's throw of any one who reads this essay, it may be said most confidently, will be found persons with still more backward visions than Doctor Lord's.

It is a commonly, perhaps a usually accepted view, that the chief end of a woman's school education is refinement; that of a man, practical utility. How else can we account for the practice in many "well-to-do" families of sending the girls to high schools and colleges, while the boys are permitted to grow up in a great degree uneducated? For what other reasons are art and music, or accomplishments, still thought more suitable for girls than for boys? Why else are girls still allowed to neglect solid, intellectual acquirements for the sake of these so-called accomplishments?

Ideal education is the development of the individual, and no doubt the best results can be attained only by the individual training of every boy and of every girl Until the millennium and the perfection of all things come a little nearer, however, children will of necessity be educated in masses, and natural aptitudes can be only in a measure considered. But while an ideal standard in methods is so slowly approached, as to seem sometimes little more than a fair dream of a far distant future, it is consoling to know that the greatest aim of all systems of education is, after all, the formation of character. With this aim in view, it is difficult to understand why the question of sex should enter into education.

Is it not just as important to boys as to girls to be gentle, thoughtful, tender, and virtuous? Is it not as important to girls as to boys to be honest, prompt in keeping engagements, self-helpful, and useful? Why should not the study of the classics give the same fine literary tastes, deep culture, and peculiar mental development to the one sex as to the other? Why should not the same discipline of mind, and development of practical sense, accrue alike to both sexes from the study of mathematics?

Why should not girls as well as boys be given the benefit of lessons, so important to life, and acquire the same habits of accuracy, to be learned from the thorough study of natural science, in *all* of its branches? Why, again, should not boys, whose usual life experiences make the saving influence of personal refinement peculiarly necessary, be taught music, French, drawing, decorative art, and other things supposed to be so important in the education of a refined young lady?

The only good objection to a similarity of teaching for both sexes, ever brought forward, is that girls have not the requisite strength for a thorough collegiate education; yet this objection is a sentimental one, and has no real existence in fact. It is controverted daily by experiences requiring of women the utmost physical endurance, which is, it seems superfluous to state, the special kind of strength necessary for the acquisition of book-knowledge.—*Education.*

BOOKS.

BY JAMES RUSSELL LOWELL.

SOUTHEY tells us that in his walk, one stormy day, he met an old woman, to whom, by the way of greeting, he made the rather obvious remark that it was dreadful weather. She answered, philosophically, that in her opinion "*any* weather was better than none." I should be half inclined to say that any reading was better than none, allaying the crudeness of the statement by the Yankee proverb which tells us that, though "all deacons are good, there's odds in deacons." Among books, certainly, there is much variety of company. Ranging from the best to the worst, from Plato to Zola, and the first lesson in reading well is that which teaches us to distinguish between literature and merely printed matter. The choice lies wholly with ourselves. We have the key put into our hands; shall we unlock the pantry or the oratory? There is a Wallachian legend, which, like most of the figments of popular fancy, has a moral in it. One Bakala, a good-for-nothing kind of fellow in his way, having had the luck to offer a sacrifice especially well pleasing to God, is taken up into heaven He finds the Almighty sitting in something like the best room of a Wallachian peasant's cottage—there is something profoundly pathetic in the homeliness of the popular imagination, forced, like the princess in the fairy tale, to weave its semblance of gold tissue out of straw. On being asked what reward he desires for the good services he has done, Bakala, who had always passionately longed to be the owner of a bag-pipe, seeing a half worn-out one lying among some rubbish in a corner of the room, begs eagerly that it may be bestowed on him. The Lord, with a smile of pity at the meanness of his choice, grants him his boon, and Bakala goes back to earth delighted with his prize. With an infinite possibility within his reach, with the choice of wisdom, of power, of beauty at his tongue's end, he asked according to his kind, and his sordid wish is answered with a gift as sordid.

Yes, there is a choice in books as in friends, and the mind sinks or rises to the level of its habitual society; is subdued, as Shakespeare says of the dyer's hands, to what it works in. Cato's advice, *cum bonis ambula*, consort with the good, is quite as good if we extend it to books, for they, too, insensibly give away their own nature to the mind that converses with them. They either beckon upward or drag down. And it is certainly true that the material of thought reacts upon thought itself. Shakespeare himself would have been commonplace had he been pad-locked in a thinly-shaven vocabulary, and Phidias, had he worked in wax, only an inspired Mrs. Jarley. A man is known, says the proverb, by the company he keeps, and not only so, but made by it.

Milton makes his fallen angels grow small to enter the infernal council room, but the soul, which God meant to be the spacious chamber where high thoughts and generous aspirations might commune together, shrinks and narrows itself to the measure of the meaner company that is wont to gather there, hatching conspiracies against our better selves. We are apt to wonder at the scholarship of the men of three centuries ago and at a certain dignity that characterizes them. They were scholars because they did not read so many things as we. They had fewer books, but these were of the best. Their speech was noble, because they lunched with Plutarch and supped with Plato. We spend as much time over print as they did, but instead of communing with the choice thoughts of choice spirits, and unconsciously acquiring the grand matter of that supreme society, we diligently inform ourselves and cover the continent with a network of speaking wires to inform us of such inspiring facts as that a horse belonging to Mr. Smith ran away on Wednesday, seriously damaging a carryall; that a son of Mr. Brown swallowed a hickory nut on Thursday, and that a gravel bank caved in and buried Mr. Robinson alive on Friday. Alas, it is we ourselves that are getting buried alive under this avalanche of earthly impertinences! It is we who, while we might each in his humble way be helping our fellows in the right path, or adding one block to the climbing spire of a fine soul, are willing to become mere sponges saturated from the stagnant goose-ponds of village gossip.

One is sometimes asked by young people to recommend a course of reading. My advice would be that they should confine themselves to the supreme books in whatever literature, or, still better, choose some one great author, and make themselves thoroughly famillar with him. For, as all roads lead to Rome, so do they likewise lead away from it, and you will find that, in order to understand perfectly and weigh exactly any vital piece of literature, you will be gradually and pleasantly persuaded to excursions and explorations of which you little dreamed when you began, and find yourselves scholars before you are aware. For remember that there is nothing less profitable than scholarship, nor anything more wearisome in the attainment. But the moment you have a definite aim, attention is quickened, the mother of memory, and all that you acquire groups and arranges itself in an order that is lucid, because everywhere and always it is in intelligent relation to a central object of constant and growing interest.

This method also forces upon us the necessity of thinking, which is, after all, the highest result of all education. For what we want is not learning, but knowledge—that is, the power to make learning answer its true end as a quickener of intelligence and a widener of our intellectual sympathies. I do not mean to say that every one is fitted by nature or inclination for a definite course of study, or indeed for serious study in any sense. I am quite willing that these should "browse in a library," as Dr. Johnson called it, to their heart's content. It is, perhaps, the only way in which time may be profitably wasted. But desultory reading will not make a "full man," as Bacon understood it, of one who has not Johnson's memory, his power of assimilation, and, above all, his comprehensive view of the relation of things. "Read not," says Lord Bacon, in his Essay of Studies, "to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider. Some books are to be tasted, others to be

swallowed, and some few are to be chewed and digested—that is, some books are to be read only in parts ; others, to be read, but not curiously (carefully), and some few to be read wholly, and with diligence and attention. Some books also may be read by deputy."—*The Teacher.*

Primary Department.

A FEW THOUGHTS ON THE TEACHING OF LANGUAGE LESSONS.

BY ARNOLD ALCOTT

How are we to get our children to talk? Why is it that our "little tots," the boys and the girls of five, six and seven years of age, are such chatterboxes, such questioners, such philosophers, and "Little Lord Fauntleroys," that they want to know the *whys* and the *wherefores* of everything around and about them—all this *before* they go to school, and after that, exactly the *opposite* condition results?

We think we can offer you the clue or key which will enable us to find out the reason why our communicative, bright little spirits have suddenly become to a certain extent "dumb."

Of course, there is a certain amount of shyness, sensitiveness and nervousness. Now, those who are novices in the teaching profession, might be, and indeed are, very likely to fall into the error of "making" these self-conscious pupils join in these lessons and in the games. I mean an *active* co-operation. But, consider for a moment, and I think you will find that this would be a grievous mistake. Should not these lessons and the games, to be really beneficial, be taken part in, as it were, spontaneously? Now is the time, young teacher, to set in motion that "tact-wheel" spoken of, so admirably and helpfully, by "Rhoda Lee," in the last two numbers of the JOURNAL. The wise teacher, the one who can imagine herself in the place of these little people for the time being, will not insist on their joining in these lessons personally, or in their taking part in the games of the school-room, for awhile. If you leave these scholars alone, they will become so intensely interested, and will so far forget *self*, that you will be agreeably disappointed when witnessing some of their future efforts or "exploits," if I may so term them.

However, besides this nervousness, or self-consciousness, there is a solid, philosophical reason for this decided change, a reason why little Master "What for" has been metamorphosed into Master Speechless.

Before a child goes to school, in the first six years from babyhood, it receives many impressions. It finds out and seeks to know all it can about its surroundings or environment. But, just as soon as it enters school, is not this process reversed? Yes, it is. Then I, the teacher, bring the problems to it. I surfeit it, so to speak, and do not leave it room enough to "grow" mentally, which it can do only by seeking to know for itself.

If I train my boys and girls to *ask questions*, then am I, in the true sense of the term, a teacher, which is, being interpreted as in Welsh, "one who teaches to *climb*."

Having endeavored to preserve naturalness in our pupils, how are we to improve, and how may we enlarge their vocabulary? In these lessons our *aim* should be to develop in our scholars the power of speaking correctly, and we should accustom them to speak and to write so as to express their thoughts clearly and well.

In our primary classes, language lessons may be taught in a variety of ways. I intend to suggest some of the many ways or methods which may be employed.

One method is by means of *stories told by the teacher.* Let us consider this. The teacher chooses a short story, perhaps a fairy story, perhaps a Bible story. We will discuss the utility of the former in the future. She relates the story to the class, vividly, minutely, and with gesture, so as to intensify the thoughts. Then she requires from the pupils a reproduction of it. Perhaps she gets one scholar to start, and another to take up just where the other left off, and so on, always keeping up the thread of the story. Then, as a review, one pupil might be required to tell the *whole* story When pupils get into Part II., or in the Second Book, we may give variety, by asking them to *write* the story.

In this number we suggest the following stories as suitable :

1st. The Story of Joseph.
2nd. The Story of Red Riding Hood.
3rd. The Story of the Three Bears.

The latter are merely indicated as helps, but it would not be amiss to remember the *idea* of Priscilla, the Puritan maiden, and "think for yourself, John Alden."

We must get our pupils to *speak* well. In the past, sufficient attention has not been given to this. How many people are there to-day who can *write* well, but how few who can truly speak fluently and expressively. If we can *speak* well, we can *write* well, as the former is the best stepping-stone to the latter. But the latter does not imply the former. We know too well what good compositions have been produced by pupils who were very poor conversationists.

I hope that my fellow-teachers will not consider these matters too trifling, simple and commonplace to deserve and command their attention, for you remember Susan Coolidge says :

"The commonplace sun in the commonplace sky
Makes up the commonplace day."

* * * * * * *

"And God, who sees each separate soul,
Out of commonplace lives makes his beautiful whole."

CALISTHENICS.

BY ARNOLD ALCOTT.

ARM AND CHEST EXERCISES.

THE following exercises are found in the manual of "Drill and Calisthenics," by Jas. L. Hughes, Inspector Toronto Public Schools :

EXERCISE 2.

One. Hands clenched and thrown forcibly back as high as the shoulders, and touching body, elbows *close* to the sides, nails to the front.

Two. Hands thrown to the *front*, nails upwards, hands together.

Three. Bring them back to the shoulders, as in *one.*

Four. Bring them to the sides.

Teach after the plan given for exercise number one, in the last number.

ERRORS.

The *new* errors to be corrected will be, with regard to the second position, and they will have reference to

a. The position of the hands in their relation to each other.

b. The position of the arms.

c. The position of the hands in relation to the arms.

CORRECTIONS.

a. The hands must be *together.* Some pupils will bring them together, while others will have them apart. Lead scholars to see their mistake, and then to alter it.

b. The arms must be extended *fully ;* elbows are *not* to be bent.

c. The *knuckles* should point to the floor. Many will point them to the ceiling. It is easier to get pupils to understand, by referring to position of *knuckles*, than by referring to position of nails.

EXERCISE 3.

One. Fingers of both hands on the shoulders.

Two. Left hand extended upward as high as possible, palm inward, right hand down to the full extent of the arm, palm to the front.

Three. As in *one.*

Four. As in *two*, with right hand up and left hand down. "The eyes should always follow the uplifted hand." "The exercise may be continued for some time, the hands being always brought on the shoulders between the extensions of the arms."

ERRORS.

Mistakes will be made with reference to :

a. Position of elbows.
b. " " uplifted hand.
c. " " hand at side.
d. " " head and of body.
e. Manner in which the uplifted hand is lowered.

CORRECTIONS.

a. Elbows extending right and left, should be on a line with the shoulders, which should be pressed back and down.

As the thumbs are to be close to the forefingers, therefore the *thumbs* should not touch the shoulders.

b. The uplifted hand is to be turned palm inward, and should be *verical*, not at all bent.

c. The palm of hand at side should be to the front, side of hand slightly touching the clothes.

d. The body is not to be bent when eyes are uplifted, but the neck is to fall backwards, as if looking up into a tree.

e. In conclusion, the uplifted hand is to be brought to the side by dropping slowly in front of shoulder, *without* bending elbow.

"Proceed from the known to the unknown," and illustrate this action by referring to the letting down of the cross-bars at railway crossings, just before a train passes.

EXERCISE 4.

One. Both hands on the shoulders.

Two. Extend the arms to the sides as far as possible on a line with the shoulder, palms up. Continue 1, 2, etc.

Let me again remind you that, having come to the conclusion that the physical nature reacts on the moral nature, to be consistent we must get our pupils to perform these exercises definitely and vigorously, for if we let them perform them indefinitely and carelessly, we are developing a corresponding indefiniteness and carelessness in themselves. It is their own wills or minds which move the body, at the teacher's command. Therefore, if we want quick, clear, executive beings we must have acute, definite willings and thinkings.

We can *inspire* without very much effort (and we should do so, even if it exacted great effort), for children are delighted with calisthenic exercises.

Let us *do* it.

THE GOLDEN RULE.

RHODA LEE.

NOT long ago I was passing through a city school, and hearing some very spirited and emphatic singing, I stopped to listen. The air was that of "Auld Lang Syne," but though the melody was familiar the words were quite new. The chorus, which I managed to remember, was the versified rendering of a very old and familiar truth, which I remember learning when a very little girl. The following were the words sung with a great amount of sincerity and resoluteness :

The golden rule, the golden rule,
Oh, that's the rule for me ;
To do to others as I would
That they should do to me.

The old-time truth with its wealth of love and kindness, has rung in my ears more persistently than ever since that morning at school. I wonder if the children who sang it then are practising it now? Who can tell? Not even the teacher, who tried in this way, and many others, doubtless, to instil this spirit into the scholars, yet she will know and receive some day the result and reward of her labors.

It is a grand rule for children, it is a noble precept for teachers. It includes a whole bundle of virtues, all of which must be elements in the true teacher's character and form a great part of that all-powerful tact which is going to triumph over every difficulty and discouragement in the field of teaching.

Some teachers are so constituted that it is very difficult for them to come down to child-level. It is not unreasonable to believe that, by constant association with older people they lose their ability to understand child-nature, and all its efforts and failures, joys and trials. They have lost sight of their childhood, and that chapter of their lives has been closed and sealed. If in any teacher's life that passage has been ignored and thrust out of sight, bring it to light again. Put yourself back at school, sitting on a little bench with your slate and book in hand, but stopping to count the flies on the ceiling or the cracks in the floor, when, as the teacher's voice fell upon your ears, "Work hard, Carrie," you started guiltily and found the slate empty. No, we were not perfect by any means when we went

to school, and neither need we expect our scholars to be.

To know what "we should do" to our little folks we must realize what we would have had others do to us, and for this reason we must not lose sight of our own school days nor forget how to sympathize with children.

You remember you always loved that teacher best who seemed *interested* in you; who, when you had been away a day or two sick, on your return inquired what the trouble was, and if you were quite well again, and gave you a nice warm seat, and a still warmer welcome. Or, if you had a new suit or dress, asked if mother made that nice, neat suit? Children appreciate more than we think a little genuine sympathy, but too often we neglect to show what we really feel, and thus lose a certain amount of our children's love and confidence.

In observing our "Golden Rule" there must be consistency, judgment and justice, tempered by patience and love. It is very difficult to be strictly just, but yet we must endeavor to be perfectly fair and impartial to our scholars. But the exercise of justice and judgment does not imply that rigid stoical administration that admits of no palliation or extenuating circumstances. That will command neither love nor obedience from our pupils. Two common instances will, perhaps, illustrate my meaning. Tom has, after repeated warning and contrary to all rules, loitered and played on the road, and walks in late. He falls into dire disgrace, and is made the subject of a serious talk on punctuality and trustiness in coming to school. Two or three days afterwards a little girl comes late. She has been detained by a careless mother to "mind the baby." In consequence, although Bessie runs every step of the way, she is late, and comes in sobbing as if her heart would break. We must be consistent and denounce the lateness; but can we blame both alike? In some classes we know of *all* lates are treated and punished alike. You will surely admit that consistency and justice of that kind are decidedly wrong. Children have a keen sense of justice, and when they see their teacher exercising such patience and judgment, that her decisions will never have to be recalled or regretted, a degree of confidence and love will be established that nothing else could secure. If our study of child nature and its many wants and ways is pursued aright, an overflowing *sympathy* for children must follow. We ourselves need sympathy; let us give it to others. Let it flow out into every channel of our work, encouraging the dull and stimulating the ambitious. Then when some difficulty has to be contended with, instead of the displeasure and despair which at times are apt to rise to a teacher's face, will come a manifestation of patience and sympathy that will promote and incite the strongest efforts of our pupils.

Another element of tact and one which is very necessary to a happily constituted and well disciplined class, is *cheerfulness*.

I remember when going to school how much more pleasant the day was when our teacher "felt good" as we used to say. She was so bright and cheerful that we all worked harder and were ever so much better children than on days when we felt that "something had happened" we knew not what. We did not understand the gloom, but we felt it.

Joseph Addison in an essay on "cheerfulness" which cannot fail to be specially helpful to teachers, remarks that "a cheerful mind is not only disposed to be affable and obliging, but raises the same good humor in all who come within its influence. A man finds himself pleased, he does not know why, with the cheerfulness of his companions." This fact, in different aspects, has been so often placed before us that it scarcely requires emphasis. How the faces of our children reflect us. They are perfect mirrors. We go to school "blue" or despondent and we see our scholars becoming listless, dull and in every way devoid of the energy necessary to their work. Again, we come with a cheerful, helpful spirit, full of energy and life, and what a transformation there is in the spiritless, apathetic pupils. Surround your children with the cheerful atmosphere of love and kindness, and you will be surprised by their bright intelligence, and happiness in doing right.

It has been said by some one engaged in school work that at the top of every teacher's desk, in reference to rule, should be written these words, "Man wants but little here below but wants that little strong."

At all events we need to make our Golden Rule strong, not in theory but in practice, not in words but in deeds.

No teacher can ever attain the highest degree of success without this Christian spirit pervading and ruling in her class. Instil it into the minds and hearts of your scholars; learn and practice it yourself.

OBJECT LESSON FOR OCTOBER.

(Continued.)

BY RHODA LEE.

THE object-lessons, which I intend taking this week are, (1) Water, (2) Horse chestnuts, (3) Maple leaves, all of which on former occasions have proved developing and interesting.

In having these lessons with very young children stimulus as well as variety is sometimes added to guide their investigations by asking such questions as, What shape is it? What color is the ——? What does it feel like? etc.

But this should not be continued long, as it leads to too much dependence on the teacher, and we need to guard against crippling our children by holding them up when they can walk alone. I would like to tell you a little of the plan I followed in my own class, in the lesson on water.

In the first place I sent them all to dreamland on the backs of their settee desks. Then I poured a little water on all the slates, which had been placed on the desks. During this they slept quietly, and when all was done, at a certain signal, they awakened and gazed curiously, though confidently, at the liquid. In answer to my question as to what was on their slates, I received the answer from a number in succession, "There is water on my slate, Miss L—." Then, before telling them that they were correct, I asked for some things that resembled water. "Now," I said, how do you know that it is not camphor, perfume, ammonia, or 'medicine' on your slates?" By allowing the children to taste, smell and lift up on their fingers a drop or two of the water, we arrived at a number of the properties of water. In the discovery of the other properties the words "liquid" and "transparent" were developed and made frequent use of, and then left on the board for future reference.

As an interesting conclusion we turned our attention to the pot of boiling water on the stove. By this means I was fortunate enough to be able to illustrate and explain the converting of water into steam. Then by catching some of the rising steam on a tin plate it was turned again into drops of water. This little experiment interested the children greatly, and I have no doubt a great many practised on the kettle that night and proved it for themselves.

Music Department.

All communications for this department may, until further notice, be addressed to A. T. Cringan, 23 Avenue St., Toronto.

TEACHING SIGHT-SINGING.

THOROUGH, systematic drill in sight-singing **should form an important part of every lesson. By frequent drilling on the tones of the scale from the blackboard and suitable books, the pupils become** thoroughly conversant with the mental effect of tones and are enabled to sing them readily in any desired position. During the earlier lessons it will be found advisable to write the notes on the blackboard without any regard to rhythm, in order that undivided attention may be given to the difficulties of tune.

As in modulator drill, repetition or running in grooves must be carefully avoided. In order to secure variety, extracts from songs which are unfamiliar may be taken and interspersed with phrases of the teacher's own composition.

SHORT EXERCISES ARE PREFERABLE.

As a rule, the exercises should be short and to the point. Long exercises containing difficult intervals are dry and uninteresting, and are productive of little else than listlessness and restlessness. On the contrary, when short exercises, containing each a single difficulty, are used, the interest can be sustained for a much longer period. At the successful termination of each exercise there is a feeling that something has been accomplished, some difficulty overcome, and fresh difficulties are attacked with vigor and certainty.

CULTIVATE INDIVIDUAL SINGING.

Individualizing should be encouraged from the earliest lessons. At first nervousness and timidity will prevent pupils from volunteering to sing in presence of their classmates, but a little discreet persuasion will soon convince them that individual singing is no more difficult than individual reading. Until a sufficient degree of confidence has been developed, it will be necessary to have the exercise sung by the entire class before being sung by individual pupils. When this stage has been reached, individual sight-singing may be attempted. While one pupil is reading the exercise, the others will be watching closely and eagerly listening for mistakes. This will be found an excellent means of cultivating habits of observance and attention in sight-singing.

CHANGE KEY FREQUENTLY.

Whenever an exercise has been satisfactorily sung on any one key, change the key, giving the sound of the new *doh* firmly, and repeat the exercise. Pupils should be trained to sing in any key from the outset. Exercises which strain the compass of the young voices must not be attempted.

In primary classes it will be necessary to use the syllables almost exclusively at first, but the power to vocalise, *i.e.*, sing on one vowel-sound, should be developed simultaneously. Pupils may sol-fa an exercise easily, but unless they can afterwards vocalise, or sing it to words, the exercise will not be productive of the best practical results. Exercises containing exceptional difficulties should not be introduced unless there is a certainty that the pupils have sufficient ability to overcome them successfully. No fixed rule can be given for grading the difficulty of exercises in sight-singing for all classes, but the following will be found useful as a test. **If pupils cannot vocalise an exercise after having solfaed it three times, it may be safely assumed that it is too difficult. The intervals with which the difficulty has been experienced, should then be carefully** studied from the modulator before being again introduced into the sight-singing exercises.

The use of colors in writing the exercises will be found helpful in many ways. They serve to recall the mental effects of the tones by comparison and contrast, and also concentrate the attention on the difficulties to be overcome.

The following will serve as specimens of sight-singing exercises, from which teachers should be enabled to write others as required.

FIRST STEP.—KEYS C TO E.

d m d s m s s d
s d' s m s m d' s
m s d' m s d s m
d s, d m d s m d
m d s, m d s d m

SECOND STEP.

d t, d s, d m r d s d m r d
d r t, d s r m d r m r s d
m s r m d r t, d s r m r d
s d' t d' s m s d m r s m r d

THIRD STEP.

d s m f r s f m s l f m r d
m d f r s m l f s d' m f r d
s f m r s l s d f m l r s d
d t, d s f l f r m d f l' t' d
s m d' s l f s m f r s d m r d

LEARN to live, and live to learn;
Ignorance like a fire doth burn,
Little tasks make large return.

Toil, when willing, groweth less;
"Always play" may seem to bless
Yet the end is weariness.

Live to learn and learn to live,
Only this content can give,
Reckless joys are fugitive.

—*Bayard Taylor.*

GOOD habits are formed and bad ones avoided, only by constant effort.

Examination Papers.

UNIVERSITY OF TORONTO, ANNUAL EXAMINATIONS, 1889.

JUNIOR MATRICULATION.

ARTS.

HONOR ENGLISH.

AS YOU LIKE IT.

Examiners: { A. H. REYNAR, M.A., DAVID REID KEYS, M.A.

NOTE.—Candidates for Scholarships will take the whole paper. Other candidates will take the first seven and any two of the remaining questions.

1. Whence did Shakespeare obtain the main incidents of this Comedy? Wherein then lies the originality of Shakespeare? Point out particular instances of his originality in this drama.

2. What is the true sphere of Comedy? Distinguish from Satire and Burlesque. Show how this work fulfils the requirements of Comedy.

3. What considerations led to the use of verse in some parts of "As You Like It," and of the prose form in other parts?

4. Act II, Scene I:

Duke Senior. Come, shall we go and kill us venison?
And yet it irks me, the poor dappled fools,
Being native burghers of this desert city,
Should, in their own confines, with forked heads
Have their round haunches gor'd.
First Lord. Indeed, my lord,
The melancholy Jaques grieves at that;
And, in that kind, swears you do more usurp
Than doth your brother that hath banish'd you.

(*a*) Point out the art of description presented in this passage, and show how the general sense may be retained but all force lost through the change or omission of a very few words.

(*b*) The Duke and Jaques seem to say the same thing. Do they mean the same and produce the same impression? If not, point out the difference.

5. Act II, Scene VI.:

Adam. Dear master, I can go no further: O, I die for food! Here lie I down, and measure out my grave. Farewell, kind master.

Orlando. Why, how now, Adam? no greater heart in thee? Live a little; comfort a little? cheer thyself a little. If this *uncouth* forest yield anything *savage*, I will either be food for it or bring it for food to thee. Thy *conceit* is nearer death than thy powers. For my sake be *comfortable*: hold death awhile at the arm's end: I will here be with thee presently; and if I bring thee not something to eat, I will give thee leave to die: but if thou diest before I come, thou art a mocker of my labour. Well said! thou lookest cheerly; and I'll be with thee quickly.

(*a*) What peculiar Shakespearian interest attaches to the part of *Adam* in this play?

(*b*) Wherein does this scene differ from the corresponding scene in the tale on which the play is founded? Why did Shakespeare make it to differ?

(*c*) Write a comment on Orlando's speech as a specimen of the art of persuasion.

(*d*) Write notes on the words in italics.

6. Give, after Jaques, the play of human life in seven acts.

7. Act II, Scene VII:

Duke Senior. If that you were the good Sir Rowland's son,—
As you have whispered faithfully *you were*,
And as mine eye doth his *effigies* witness
Most truly *limn'd* and living in your face,—
Be truly welcome hither: I am the duke,
That lov'd your father: the residue of your fortune,
Go to my cave and tell me.—Good old man,
Thou art right welcome as thy master is.

(*a*) Write notes on the words in italics.

(*b*) Why the change of pronouns in the last two lines?

(*c*) Scan lines 3, 5 and 6.

8. Specify some traces of French influence on our tongue that still survive in the language of Shakespeare but have now disappeared.

9. Give the connection of the following quotations:

(*a*) I'll warrant him heart-whole.
(*b*) Kindness, nobler even than revenge.
(*c*) Your "If" is the only peace-maker.
(*d*) And thereby hangs a tale.
(*e*) Most mischievous foul sin, in chiding sin.

10. What is the final ethical impression of this Comedy?

11. How would you defend Rosalinds' freedom of speech from the charge of indelicacy?

12. A modern critic says that "if in Touchstone there is much of the philosopher in the fool, in Jaques there is not less of the fool in the philosopher." Point out wherein Jaques is a fool and Touchstone a philosopher.

EUCLID.

HONORS.

Examiners: { J. MCGOWAN, B.A., W. H. BALLARD, M.A., A. R. BAIN, M.A.

NOTE.—Candidates for Scholarships will take the whole paper. Other candidates will take only eight of the eleven questions.

1. Triangles on the same base, and between the same parallels, are equal in area.

A point P is taken in the diagonal AC of a parallelogram ABCD, the remaining diagonals of the complements PB and PC intersect on AC produced.

2. The difference of the squares on two straight lines is equal to the rectangle contained by their sum and difference.

Produce a given right line so that the rectangle contained by the whole line thus produced and the part produced may be equal to a given square.

3. If a line through the centre of a circle bisect a chord, which does not pass through the centre, it cuts it at right angles; and conversely.

Through an intersection of two circles draw a line so that the part of it intercepted by the circumferences of the circles may be of given length.

4. Without using any proposition in Book III, prove that the opposite angles of a quadrilateral inscribed in a circle are together equal to two right angles.

The perpendiculars from the angular points of a triangle on the opposite sides bisect the angles of the triangle formed by joining the feet of these perpendiculars.

5. When a circle touches a set of lines, or passes through a set of points, how is its centre determined?

About a given circle to circumscribe a triangle equiangular to a given triangle.

6. To inscribe a regular pentagon in a given circle.

Inscribe in a given circle a triangle whose angles are as the numbers, 1, 5, 9.

7. Define *proportion, continued proportion, mean proportional, duplicate ratio, ratio compounded of given ratios, similar rectilineal figures.*

The areas of triangles of the same altitude are to one another as their bases.

8. The sides about the equal angles of equiangular triangles are proportional, and those which are opposite to the equal angles are homologous.

Two tangents are drawn to a circle and their points of contact joined, from any point in the circumference perpendiculars are dropped on the chord and tangents; the perpendiculars on the chord is a mean proportional between those on the tangents.

9. To divide a straight line similarly to a given divided straight line.

To divide a given straight line internally and externally, so that its segments may be in a given ratio.

10. To describe a rectilineal figure which shall be equal to one and similar to another rectilineal figure.

11. If from the vertical angle of a triangle a straight line be drawn perpendicular to the base, the rectangle contained by the sides of the triangle shall be equal to the rectangle contained by the perpendicular and the diameter of the circle described about the triangle.

ABCD is a quadrilateral inscribed in a circle such that AC bisects BD; then AB·BC=CD·DA.

EDUCATION DEPARTMENT, ONTARIO, MIDSUMMER EXAMINATIONS, 1889.

THIRD CLASS TEACHERS.

BOOK KEEPING.

Examiners: { J. J. TILLEY, C. DONOVAN, M.A.

NOTE.—Only six questions are to be taken, viz., the two questions in group A, any two from group B, and any two from group C.

A.

1. Give Day Book Entries requiring the following Journal Entries:

(*a*) J. Rundle, *Dr.* - $180
Interest and Discount, " - 10
To Bills Receivable, - - $190

(*b*) Shipment Co., *Dr.* - - $400
To Mdse. - - - - $260
" Cash, - - - - 140

(*c*) Bills Payable *Dr.* - $240
Interest and Discount " - 12
To Bills Payable, - - - $252

2. (*a*) A shipped to B, for sale on joint account, 1000 bbls. of flour at $2.50 per bbl., paying shipping expenses $175 in cash.

(*b*) B on receipt of the flour paid $15 drayage by check on the Dominion Bank.

(*c*) B sold the flour to King at $3.65 per bbl., receiving in payment King's Sight Draft on Jones for $1500; McHugh's acceptance due in 10 days for $1000; an order on C for $500; balance to remain on account.

(*d*) B charged 2½ cents per bbl. storage, ¼ per cent. on invoice for insurance, and 2 per cent. commission for selling. He then rendered A an Account Sales, remitting draft on Dominion Bank due at sight.

(*e*) A received the Account Sales and Draft.

(1) Give the Partners' Journal Entries.

(2) Make out the Account Sales.

B

3. (*a*) Distinguish between a Trial Balance and a Balance Sheet.

(*b*) If the Trial balance is satisfactory, is it safe to assume that the books are correct? Give reasons for your answer.

(*c*) Give rules for detecting errors in the Trial Balance.

4. Name and briefly describe the books that are admitted as evidence in Courts of Justice, and state the facts that must be proved to entitle them to be received as evidence.

5. James Wilson's account on our Ledger stands as follows:

DEBIT SIDE.

March 1st, 1889. Mdse, at 3 mos. - $375
May 10th, " " at 4 mos. - $600

CREDIT SIDE.

May 20th, 1889. Cash - - - $200
June 10th, " " - - - $120

Show by equation when the balance of this account will be due. Give work in full.

C.

6. A bought goods from B amounting to $540, and gave in payment a check on the Dominion Bank for $100; an order on G. Brown for $80; H Smith's note in A's favor, Dated May 24th, 1889, having 3 months to run, without interest, for $90; and his own note at 30 days, with interest at 8 per cent. per annum, payable at the Dominion Bank, for the balance.

(*a*) Give both A's and B's Journal Entry.

(*b*) Write the two notes, making the first note negotiable by endorsement, and the second (drawn June 1st, 1889) negotiable without endorsement.

7. A shipped to B, on B's order and for B's account, goods invoiced at $800. A took one-half of the goods from his store, and the other half from goods which he had received from C to be sold on C's account and risk. On sending the goods away, A paid freight, &c., $25 by check; and B, on receipt of the goods, paid cartage $16 cash.

(*a*) Give both A's and B's Journal Entry.

(*b*) Write the necessary correspondence between A and B in connection with the above transaction.

8. A merchant wishing to close his books finds that his Trial Balance shows the following Debits and Credits in the accounts which do not balance :

	Dr.	Cr.
Stock	$ 480 00	2645 00
Bank	2515 00	1595 00
Mdse	9480 00	9470 00
Bills Receivable	1540 00	480 00
Bills Payable	820 00	1240 00
James Jones	130 00	25 00
John Payne	20 00	85 00
Cash	501 00	27 00
Expense	340 00	87 00
Shipment to A No. 1	384 00	530 00
Commission	15 20	36 20
Interest and Discount	25 00	...
Storage	...	30 00
	16250 20	16250 20

His inventory shows mdse. unsold $890; coal oil, &c., bought for use of store but unsold $28. Interest accrued on notes against him unpaid $35.

(*a*) Make out a statement of resources and liabilities.

(*b*) Make out a statement of Losses and Gains.

Educational Meetings.

DUNDAS COUNTY TEACHERS' ASSOCIATION.

THIS Association held the regular annual meeting at Chesterville, on September 26th and 27th. The meeting was in many respects the most successful ever held in the county.

THURSDAY, Sept. 26th.

A. M.—The President, Mr. A. Brown, I. P. S., took the chair and called the meeting to order at 11 o'clock. The Secretary not being present with the minutes, the roll call and reading of the minutes were deferred until the afternoon. The subjects following next upon the programme, "Arithmetic," with a class, and "Finding True Remainder," also with a class, were postponed, owing to the lateness of the hour. Moved by Mr. Bowen, and seconded by Mr. Hughes, that the subjects of grammar and composition be confined to one *paper* at the coming U. P. examination. Lost.

The President selected Mr. Hughes, Mr. Brunton, and Mr. Bowen as a committee on nominations; and Miss Buist, Miss Thompson, and Mr. Garrow as a committee on entertainment. The meeting then adjourned.

P. M.—The President took the chair at 1.30 o'clock, eighty-five teachers present.

Mr. Brunton not having work prepared for teaching a class, explained his method of teaching history. He thought our authorized history too difficult, both in matter and language. He adopted the topic method in dealing with the subject, dividing English history into twenty-five topics. After discussion of a topic with the class, he would assign questions covering the topic. Would connect events by *cause* and *effect*. He emphasized the importance of thorough preparation by the teacher, and of frequent reviews. Relation of incidents greatly promoted interest. After an interesting discussion, in which Messrs. Ross, Brown, and Hughes took part, the meeting agreed on the following points:—(1.) Our authorized text book deals too largely with the philosophy of history to the exclusion of incident. (2.) A wide reading and thorough preparation on the part of the teacher are the keys to successful teaching. (3.) Love for the subject on the teacher's part is a necessary adjunct to arousing a love for it in the pupils. (4.) A library of reference is necessary to the best results.

R. Ross, B.A., of the Iroquois High school, next read an excellent paper on English literature. The essay was replete with suggestions to teachers. He pointed out the necessity of care in selecting the books really worth reading from the great world of literature; otherwise much time would be wasted on those authors who mistake *perspiration* for *inspiration*.

The fact that the audience appreciated the essay was shown by the rapt attention with which they received it.

In the discussion which followed, those present were unanimous in the opinion that the teacher should not furnish the pupils with "cut and dried" explanations of passages, but should rather by judicious questions lead them to form ideas of their own, and express them in their own language.

Mr. M. J. McDonald then read an interesting paper on "*Social Science*." The paper, both as to matter and language, showed careful preparation.

The essayist showed that wide-spread ignorance prevailed concerning the science, and referred to the incompetence of many of our legislators arising from want of education along the proper lines. He suggested that the teacher, as moulder of the future generation, should give at least some study to the subject.

Moved by Mr. Hughes, seconded by Mr. Wherry, that a paper be set on drawing, for promotion to the Fourth Class, at future Promotion examinations, and that the marks obtained by a pupil be added as a *bonus* to his standing this year, but not at subsequent examinations, Carried.

Moved by Mr. Jordan, seconded by ———— that the sincere thanks of this Association are due the Counties' Council for their generous conduct in granting the sum of one hundred and twenty dollars to defray the expenses of examining the answer papers of pupils writing at the U. P. examinations. Carried.

Moved by Mr. Fetterly, seconded by Mr. Ross, that Mr. P. Jordan, for many years an energetic and respectable teacher in the county, and an active worker at our conventions, be made an honorary member of this Association. Carried.

The Association then adjourned to meet in the town hall at 8 p. m.

In the evening the large hall of Chesterville was filled to its utmost capacity, and the attention and order during the long session were of the best. All classes of the citizens were well represented.

On the meeting being called to order by the President, Miss Toye treated the audience to a humorous reading, "The Three Lovers." In her rendering of the piece Miss Toye showed talent, and a keen appreciation of the humorous. She carried the audience with her, and won deserved applause at its close. The President then introduced the lecturer of the evening, Dr. Bryce, Secretary of the Provincial Board of Health.

The distinguished lecturer drew the attention of the audience to the different types or races of mankind, and went on to show that, since all sprung from a common parentage, the distinctly marked physical characteristics of each must be a product of environment. He went on to show that the most marked characteristic of Anglo-Saxon peoples is their love of home. Hence, a greater tendency to in-door life than is found among other peoples. We as Canadians, in the present generation, through rigor of climate and increase of population, are forced to pass much of our time in houses. The splendid physique of the present generation was due to the fact that we were reared in a new country, breathing the pure out-door air of the forest, the stream, the hillside. Our children are not so fortunate in this respect. They are compelled, owing to long school hours and compulsory attendance, to spend most of their time in school or in the house.

In order to relieve the strain upon the audience a change was introduced at this point, the lecturer resting while Miss Alice Bogart delivered a recitation, "A Picture of Life." The young lady seems by nature adapted to reading, and earned the praise which she won.

Resuming the thread of his discourse, the Doctor pointed out that recent scientific discoveries and experiments had shown that diseases are due to a low form of plant life termed *Bacteria*, and that these may lie dormant for indefinite periods, awaiting but the proper conditions of warmth and moisture to spring into deadly life. He pointed out that these conditions are supplied by the human system. That they accumulate in greater quantities year by year in the walls of our bedrooms, in the dirt allowed to accumulate in the cracks and apertures in our floors, in old piles of filth, in stagnant water, in uncovered drains; and that being stirred up by the movement of feet, they float in the air and enter the blood through the lungs. He suggested the dangers of bad floors, poorly swept and filthy, of dirty walls, of lack of drainage, of want of ventilation, and left his hearers to infer the consequences, when every movement filled the air with particles armed with death. The lecture was highly interesting and instructive, especially to those engaged in the work of education.

FRIDAY, Sept. 27th.

The meeting was called to order by the President at 9.30 o'clock. After roll call Mr. Raney taught a very interesting lesson on *finding the true remainder*. Mr. Raney, both in his method of teaching and in his manner of managing the class, showed tact and ability.

Messrs. Brown, Hughes, Bowen, Brunton and Wherry took part in the discussion which followed, all concurring in the opinion that the close of every lesson in which a principle, process, or fact is being taught, should consist in a crystalization of what was taught in words by the pupils.

Dr. Bryce at this stage introduced his subject, "Why the Air of the School Room becomes Injurious to Health." The lecturer, in true scientific manner, first explained the causes to which diseases are due, referring to recent discoveries concerning disease germs, made by Pasteur and others. He mentioned, too, the investigations of eminent Scotch scientists anent the comparative impurity of different atmospheres, and of the atmosphere of the same room at different times, illustrating his remarks by tables obtained as the result of a most careful analysis. In summarizing his facts he brought out the following points very forcibly: (1.) That the impurity of the contained atmosphere increases enormously as the cubic air space for each child decreases. (2.) That the danger arising from disease germs is much greater in old or filthy rooms than in new ones. (3.) That old patched floors and walls, in the apertures of which dirt is allowed to accumulate, are but store houses for the germs of diphtheria and other deadly diseases. In closing the lecture he gave many practical applications; these among others :—Each pupil should have more than 250 cubic feet of air space. Floors should be made of hard wood closely matched, and kept scrupulously clean. Dusting should be done with a damp cloth. Walls should be washed frequently. Stoves, where used, should be placed at the *end* of the room. Air should be warmed before being admitted.

The lecture was highly appreciated, and a vote of thanks was tendered the lecturer at its close.

Mr. Wherry followed with a lesson on *transitive* and *intransitive* verbs. Owing to the lateness of the hour, it being past noon, no discussion followed.

P. M.—Meeting assembled at 1.15.

The committee on nominations submitted their report, nominating the following officers: President, Mr. A. Brown, I.P.S.; Vice-President, R. Ross, B.A.; Secretary, Mr. A. C. Smith; Executive Committee, Miss Toye and Messrs. Flannigan and Bowen.

Moved by Mr. Colquhoun, seconded by Mr. Brunton, that last year's rules in reference to marks deducted at the U. P. examination remain in force. Carried.

Mr. Jordan, in a few pithy remarks, complimented the teachers and Inspector on the success of the meeting now about to close. He justly regarded the prosperity as due to the united efforts of the teachers themselves, and to the energy and enthusiasm of the Inspector. He compared the present condition of schools in the county with that of former years, and thought that much was due to the thoroughness and earnestness which had characterized the work of inspection. In concluding, he humorously called upon his fellow-teachers to bear in mind that, though they might find better *looking* men for the position, it would be hard to find one better fitted or more *able*. The President closed the meeting, complimenting the teachers on the success of the work just closed, concluding with a few well-timed words of advice.—ALEX. WHERRY, *Acting Secretary*.

WENTWORTH TEACHERS' ASSOCIATION.

(From Minutes of J. H. Putman, Secretary.)

THE semi-annual meeting of the Wentworth teachers was held in the school-room of Wesley church, Hamilton, on Friday and Saturday, the 27th and 28th days of September.

MORNING SESSION, FRIDAY.

Meeting called to order at 10 o'clock by President Stevenson. Prayer by Rev. W. J. Maxwell.

TEACHERS' CONVENTIONS—OCTOBER.

Stormont, —— October 17 and 18.
East Middlesex, at Lucan, October 17 and 18.
Frontenac and Kingston City, at Kingston, October 17 and 18.
West Grey, at Owen Sound, October 17 and 18.
Perth, at Stratford, October 24 and 25.
East Grey, at Meaford, October 24 and 25.
East Bruce, at Chesley, October 24 and 25.
Oxford, at Ingersoll, October 24 and 25.
North Essex, at Windsor, October 24 and 25.
West Bruce, at Kincardine, October 31 and November 1.
Lambton, —— October 31 and November 1.

Will Secretaries of Associations, or Public School Inspectors, have the kindness to forward us programmes of their meetings, for announcement as above. Also, will Secretaries please send an epitome of the more important business transacted, for publication in the JOURNAL.

Editorial.

TORONTO, OCTOBER 15, 1889.

THE AIM OF THE TRUE TEACHER.

THE following paragraph from President Wilson's Convocation Address, insists on an educational truth which is indeed familiar, but which cannot, nevertheless, be too often repeated, and which may come to some of our readers with special force from the lips of the venerable President:—

The passage from school to college is an all-important step in intellectual life. The youth is for the first time to be entrusted with his own culture as a work no longer of compulsion, but of honorable ambition. A wise teacher will indeed strive to awaken this spirit of emulation at an earlier stage. But the school-boy is necessarily engaged, to a large extent, in accumulating facts, mastering arithmetical tables, rules of grammar and prosody, vocabularies and other useful materials, as the foundation of all higher culture This cannot be dispensed with, and its imperfect accomplishment by the self-educated student who begins the work in maturer years, has hampered many a gifted aspirant in the pursuit of knowledge. But Bishop Butler has truly said, 'Of education, information itself is really the least part.' The aim of the true teacher must ever be to develop the reasoning faculty. The late Matthew Arnold, when reviewing his experience as a school inspector, remarked, with reference to the pupil-teachers, from whom the best results might be looked for, "I have been much struck, in examining them towards the close of their studies, with the utter disproportion between the great amount of positive information and the low degree of mental culture and intelligence which they exhibit." No doubt this is partly due to the premature stage of undeveloped youth; but the mistake which lies at the root of many failures in education, and which intrudes little less mischievously into the examination hall than into the school-room, is the confounding of memory to retain facts as more important than the training of the reason to grasp ideas, or to comprehend the relations of abstract science to visible phenomena.

Heartily as we are in accord with the general tenor of this fine passage we must dissent from the view it incidentally presents of the proper nature of preparatory training, and so of the proper functions of the Public and High Schools. We cannot, and the great majority of our readers, we feel sure, will not grant that the school boy should be compelled to devote his time and energies to the accumulation of facts, or the mastering of tables, rules and vocabularies to any greater extent than the University undergraduate, or that the work of the former should be one whit more a work of compulsion, or one whit less that of an honorable ambition, than that of the latter. The ideal for both alike is rather, to our thinking, that of a genuine delight in the voluntary and energetic use of the mental faculties, less, indeed, under the stimulus of ambition than because of the delight which nature has attached to the healthful and vigorous exercise of any power, especially in the pursuit of truth. A certain amount of the memorizing will have to be done in both cases, but we most earnestly protest against the conception which would make the work of primary and secondary education in any degree a series of dry and repulsive tasks.

The self-educated student who begins the work of preparation in later years is hampered, we respectfully submit, not because his memory has not been crammed in boyhood with facts and rules, many of which it will be one of his first duties in the higher stages of his course to dismiss from his mind, and, if possible, forget, but because of the lack of that cultivation of the mental powers which, if possessed, would enable him quickly to acquire a knowledge of necessary facts, digested, classified and ready for use.

We hold it to be one of the first duties of the educational paper to combat those ideas and methods which have made the school-days of past generations of boys irksome when they should have been delightful, and which are still far too prevalent in many quarters. We are persuaded that it is mainly the fault of such ideas and methods that the average school-boy does not find as genuine a pleasure in arithmetic, grammar, or history, as he does in running, jumping, or base-ball. This conviction is our apology for the foregoing remarks.

A FALLACIOUS ARGUMENT.

SOMETIMES advocates of religious instruction in the schools go so far, in the heat of argument, as to maintain that education without religious training is a positive injury. The ground taken is that those who are educated in purely secular schools will be destitute of moral principle, and at the same time rendered by their strengthened intellectual powers tenfold more dangerous to society. We do not believe any such doctrine. We admit most fully the need of religious training, and regard it as an irreparable injury to the child when parents, pastors and Sunday-school teachers neglect or fail to give such training. But the notion that intellectual training pure and simple is an injury to character should be emphatically repudiated. All real cultivation of mind must have an elevating tendency. It expands the horizon of thought. It gives access to higher planes of enjoyment, and so opens up sources of occupation and pleasure for leisure hours to which the illiterate are denied access. In this way it must create a distaste for the lower and more sordid vices. And then it is impossible for any teacher or any system to disassociate wholly moral from mental training. The two are too closely intertwined.

Many of the reproaches levelled against secular schools arise from the fact that those who attend them are obliged to associate more or less with children who have never had religious or moral influences of any kind brought to bear upon them in their homes, but the opposite. A certain amount of contamination necessarily follows. This is, so far as we can see, inseparable from the Public school system. The schools cannot be divided into classes. The child of the most refined parents, who has been most carefully trained and kept free from contact with evil, must, if he attends the Public school, associate more or less with the child who is not only coarse in manners and speech, but whose whole nature may be saturated with the vice and profanity with which the atmosphere of his home is reeking.

This is undoubtedly a great evil in connection with the Public school, an evil which it is hard to remove or rectify. It is in consequence largely of this that so many parents do not send their children to the common schools, but prefer to have them educated privately or in boarding schools. They can hardly be blamed for doing so. In fact, it is sometimes questionable whether it would not be wrong for them to do otherwise. It is a cruel thing to send a young boy or girl whose childhood has been carefully guarded, and who has scarcely ever heard a profane or filthy word, to associate with those whose whole language and conduct are, through no fault of their own, besmirched and made coarse and foul.

The question is beset with difficulties. The tendency is, no doubt, in the direction of private schools for the children of the more particular classes. But this again tends to a state of things in which the Public schools will be given over to the rough and disreputable classes, a result which would be deplorable from almost every point of view. It is a state of things for which we have no remedy to propose save such as can be applied by the constant watchfulness and counteracting influence of the high minded teacher, in school hours and in play hours. But the point we set out to reach is this, that the evil results often attributed to education itself, are really the outcome, not of school studies, but of the out-door influences. Children, it has been truthfully said, often learn more from each other than from the teacher. And bad children are often much more active in making their influence felt than good children. The

very roughness of their surroundings makes them more masterful and aggressive. But the influence of mental training, of the acquisition of knowledge and the formation of habits of study can, in itself, tend only to morality.

THE DUNDAS HIGH SCHOOL TROUBLE.

WE have read with some care and not without pain the reports which have appeared in the Dundas *Standard* and the Dundas *True Banner*, of the action taken at recent meetings of the High School Board in that town, culminating in the passing of a resolution asking for the resignation of Mr. Bissonnette, the High School Principal. We have not the pleasure of Mr. Bissonnette's acquaintance, nor of that of any members of the Board, and are guided to our conclusions only by the published records of the proceedings. These proceedings seem to us so harsh and unwarrantable that we are constrained to depart from our usual custom so far as to make a few comments. The reputation of a teacher, especially that of a headmaster, is, in a large measure, his fortune. To deprive him of this is to deprive him not only of his rank in an honorable profession, but, to a certain extent, of his means of livelihood. Hence it is that Boards of Trustees usually feel themselves under obligation to guard with jealous care and scrupulous delicacy the reputations of those in their employ. Such measures as that adopted by the Dundas Board are usually resorted to only in cases of gross misconduct.

The resolution as at first moved in the Board was the extremely vague one that Mr. Bissonnette be asked to resign "on account of his unfitness for the position." The allegations brought before the committee to which the matter was finally referred may be resolved into charges of unfair treatment of assistants, including the originating of an injurious rumor concerning one of them, and a false report to the Inspector touching the classes of that one, and general inability to control the school. Mr. Bissonnette refused to appear before the committee on the grounds that no charge had been preferred in writing, and that three of the five members of the committee had publicly shown themselves prejudiced against him.

Four members of the committee presented a majority-report, finding that two of the allegations had been proved, viz., that touching the false report to the Inspector, and that touching the offensive statements made respecting a fellow teacher, and recommending Mr. Bissonnette's dismissal. The minority report expressed the opinion that so far as any proof had been given it might be stated with just as good reason that Mr. Bissonnette was but doing his duty, and that the punishment it was proposed to mete out to him was, in any case, so disproportionate to the offence that it would involve an act of the most glaring injustice.

We do not propose to review the evidence. We think it probable that the headmaster's conduct was, in some respects, injudicious. But surely some allowance should be made for errors in judgment in view of the position in which a headmaster stands, as responsible for the efficiency of the whole school, assistants' work included. There is internal evidence, too, that the trustees either ignored or did not understand the real question at issue in respect to the assistant's class in English composition. Some members of the Board complained bitterly of a letter addresed to them by Mr. Bissonnette, but we are unable to find in that letter anything improper or disrespectful. In that letter Mr. Bissonnette requested that the matter be referred either "to a competent committee of disinterested parties, or to the Education Department, with the request that they name such a committee." That surely was fair and reasonable. The action taken by the Board seems, on the contrary, so vindictive and unjust that it is hard to resist the inference that either personal or party feeling, of some kind, must have instigated it. Be that as it may, the spirit of fair play should have granted the full investigation which the accused demanded.

Literary Notes.

THE *Scientific American*, Architects and Builders' Edition, is a copiously illustrated and thoroughly practical monthly, which cannot fail to be of great service to the profession for which it is specially prepared. The number now before us contains designs, plans and elevations for residences of various grades, with full letter-press descriptions and explanations and other matter useful to architects and builders, in great variety.

Scribner's Magazine for October contains an exciting exploration article, in which Joseph Thomson describes his remarkable and famous journey through equatorial Africa; a very practical paper on the best way to improve the common roads of the United States; an end paper by "Ik Marvel," the author of "Reveries of a Bachelor;" one of the most attractive electric articles, showing modern applications of electricity to war, on land and sea; the end of Stevenson's great romance, "The Master of Ballantrae;" an unconventional travel article on Iceland; the second instalment of Harold Frederic's romance of Colonial New York; with other interesting fiction and poems. Most of these articles are richly illustrated.

THE *North American Review* for October contains two important articles on industrial subjects, two on matters connected with national politics, three on military topics and one on a pressing religious question. Besides these, there is a symposium on defects in medical education in this country. Henry George emphasizes "The Warning of the English Strikes," and suggests the single tax as the only remedy for labor troubles. Mr. George justifies a strike only as a means to an end. In "The Tyranny of Labor Organizations," Austin Corbin deals with the subject from the employer's point of view, and pleads for entire freedom on the part of both employer and employee. The religious article is by the Rev. Newman Smyth, D.D., and is entitled "A Storm Centre in Theology." An entertaining contribution on "Ericsson and his 'Monitor,'" is furnished by Prof Charles W. MacCord, of the Stevens Institute of Technology, who was formerly chief draughtsman for Captain Ericsson.

The Chautauquan for October has no likeness to its predecessors save in name and purpose. The conventional magazine form takes the place of the pamphlet form. One hundred and sixty-four pages of matter are given instead of eighty-four. Twelve issues are promised for the volume instead of ten. By comparing *The Chautauquan* in the present style with former issues its readers will find that they will receive each month fully one-fifth more matter than ever before. Add to this monthly increase in quantity the fact that two issues more will be made each year, and an idea of the increase in quantity of matter will be clear. The price of the magazine has been raised to $2.00 to cover the expense of the changes and improvements. This has been made possible by taking 50 cents from the cost of the books in the Chautauqua Literary and Scientific Circle course. Readers will pay $7.00 as heretofore for their reading matter, but they will get for their money in addition to what they have had before, the stimulus and help of an enlarged and enriched magazine.

THE October *St. Nicholas* has contributions from Noah Brooks, Joel Chandler Harris, Celia Thaxter, Elizabeth Robins Pennell, Harriet Prescott Spofford, Julian Ralph, Margaret Johnson, Elizabeth Cavazza. Its frontispiece is the favorite picture of the noble French hounds that belonged to the Count de Barral, and an article, "Among Dogs of High Degree," by Noah Brooks. An excellent bit of descriptive writing is "The Making of a Great Steel Gun," by G. F. Muller. William Dudley Foulke tells about "My Dog"—a magnificent St. Bernard, which proved a white elephant on his owner's hands; Julian Ralph tells a fish-story about "Where Salmon are plentiful," and unnecessarily fortifies his veracity by a surprising photograph; and Ruth Putman has an amusing chronicle of a "Close Corporation," which will touch the hearts of all editors. Mrs. Spofford writes a striking poem; Willis Boyd Allen offers a dainty bit of verse-making; L. Frank Tooker contributes an imaginative suggestion of Fairyland; and Malcolm Douglas recounts in verse the story of a boy of the streets. There are, besides, jingles, illustrations, and detached pictures and other entertaining and amusing features.

THE *Century Magazine* closes its nineteenth year with a number for October which, besides its leading serials on Lincoln and Siberia and the Old Masters, contains several papers of peculiar importance. One of these is a study of "Molière and Shakespeare," by the eminent French comedian, M. Coquelin, accompanied with a frontispiece portrait of Molière as *Cæsar*, and a portrait of Coquelin as *Mascarille*. Another striking paper, "Reminiscences of the Herschels," is by the celebrated American astronomer, the late Maria Mitchell. With the latter article is a portrait of Miss Mitchell, and a picture of her last observatory, at Lynn, Massachusetts. Miss Brackett has an appreciative "Open Letter" on Miss Mitchell in the same number. A group of brief illustrated articles on manual training presents this subject from three different points of view—the articles being by Professor Butler, of New York College for the Training of Teachers; Professor Thorpe, of the Philadelphia Manual-Training School; and Dr. Felix Adler, founder of the Workingman's School and Free Kindergarten of New York. There is great variety in the story element in this number of *The Century*. Amongst its other contents are an illustrated paper on "Base-ball," "Topics" and "Open Letters" and numerous short poems.

Question Drawer.

[N. B.—For answers to questions in English and Mathematics see those departments respectively. Correspondents will please send all such questions direct to the Editors of those departments.]

CAN a person who has taught on a III. Class Professional certificate teach on a Non-Professional II., and if so, how long?—J.A.F.R.

[A holder of a III. Class Professional certificate who has passed the II. Class Non-Professional examination, may, on application to the County Board of Examiners, and on proof of his efficiency as a teacher, have his III. Class certificate extended, by endorsement, for a period not exceeding three years, but for no longer period without re-examination.]

I. IS the *Ontario Official Gazette* published on the dual language system, as the *Manitoba Gazette* was?

II. How can you render a perspective drawing of a chair (Book V.)

III. I find great difficulty in teaching Reduction. Wouldn't you or some other teacher give your mode of teaching it?—A YOUNG TEACHER.

[I. No. Will some of our readers kindly answer II. and III.?]

1. WHAT is the capital of Louisiana?

2. Why has Rhode Island two capitals, and what is the difference between the capitals, as regards the Government offices?

3. On what conditions may a place become the capital of a State or Territory?

4. Name the twelve largest cities of the U.S.A., in their order, and give the population of each.—W.K.

[1. Baton Rouge. It superseded New Orleans in 1849. 2. We do not know why, except that the people have so decreed. The practice is, we believe, for the General Assembly or Legislature of the State to hold a regular session at Newport, each year, and a session by adjournment in Providence. We do not suppose the Government offices are in any way affected. 3. The question is decided by popular vote. 4. In 1880 they were as follows: New York, 1,206,299; Philadelphia, 847,170; Brooklyn, 566,663; Chicago, 503,185; Boston, 362,839; St. Louis, 350,518; Baltimore, 332,313; Cincinnati, 255,139; San Francisco, 233,959; Cleveland, 160,146: Pittsburg, 156,389; Buffalo, 155,134. Of course, great additions to the population have been made since that date, and very likely some changes in the order will appear at the next census.]

ARE Temperance and Hygiene on the Entrance work, or just Temperance for one of the optional subjects?—A SUBSCRIBER.

[See Question Drawer in last number.]

1. Is it advantageous for a teacher in an ungraded school to teach object lessons?

2. Explain *Mizpah*. Is there any current saying represented by, or derived from, the word?

3. Is Arithmetic on the course of study for 1st Class C or Honor Matriculation?

4. Would you give a list of the best text-books authorized for 1st Class C in each subject?

5. Where can I get an outline, or the statement of the course of study, in the various subjects for 1st C work?

6. Is there a text-book authorized by the Education Department on Agriculture?—W.M.S.

[1. We think so. 2. *Mizpah* means "watch-tower," or "point of view." It was the name of several places mentioned in the Old Testament. It is, we dare say, sometimes used figuratively in the sense denoted by the meaning of the word. 3. No. 4. You had better apply to the Education Department for a list of authorized books. 5. From Education Department. 6. Not yet announced

CAN you furnish me with the names of a few firms dealing in chemical and physical apparatus?—A SUBSCRIBER.

[See answer to "R.W.E." in last number.]

1. WILL you kindly inform me through the JOURNAL what salary a young man is likely to obtain as a High school teacher, who has had one year's experience of successful teaching in a Public school, and holds a High school assistant's certificate, Grade C.

2. Also please say if the trustees of a rural school have power to put the fifth class out of the school, against the will of some ratepayers in the section.—R. L. W.

[1. We cannot say. Salaries vary greatly with size and standing of school, and efficiency of teacher. 2. Yes. While in office the trustees are, we suppose, supreme in such matters.]

WILL there be papers on Book-keeping and Drawing set at the next examination for Third Class certificates?—L.C.

[We think not. The marks given for these subjects will be awarded as the result of examination of sets of books, prepared by the pupil in the course of his regular work in Form I. of the High school. See first editorial in the JOURNAL of September 2nd.

For Friday Afternoon.

A VERY BAD CASE.

SPEECH FOR A LITTLE GIRL.

WHAT is it ails my dolly dear?
I'm not quite sure, I know
She's very sick; and if she dies
'Twill be a fearful blow.

She's got "ammonia" in her lungs
"Plumbago" in her back,
A "tepid" liver, and a cough
That keeps her on the rack.

She's got an "ulster" in her throat,
And "bunions" on her hand;
Her skull is pressing on her brain—
'Twill have to be "japann'd."

I think I'll send for Doctor Jones,
And Doctors Price and Bell;
They'll hold a "consolation" then,
And maybe she'll get well.

—*Harper's Young People.*

MY LAND.

SHE is a rich and rare land;
Oh! she's a fresh and fair land;
She is a dear and rare land—
This native land of mine.

No men than hers are braver—
Her women's hearts ne'er waver;
I'd freely die to save her,
And think my lot divine.

She's not a dull and cold land—
No! she's a warm and bold land;
Oh! she's a true and old land—
This native land of mine.

Could beauty ever guard her,
And virtue still reward her,
No foe would cross her border,
No friend within her pine!

Oh, she's a fresh and fair land;
Oh, she's a true and rare land;
Yes, she's a rare and fair land—
This native land of mine.

—*Selected.*

BEAUTIFUL hands are those that do
Work that is earnest and brave and true
Moment by moment the long day through.

School-Room Methods.

TRY TO READ THIS RAPIDLY.

GAZE on the gay gray brigade.

The sea ceaseth, and it sufficeth us.

Say, should such a shapely sash shabby stitches show?

Strange strategic statistics.

Cassell's solicitor shyly slashes a sloe.

A thistle sifter full of sifted thistles.

Give Grimes Jim's great gilt gig whip.

Sarah in a shawl shoveled soft snow slowly.

She sells sea shells.

A cup of coffee in a copper coffee cup.

Smith's spirit flask split Philip's sixth sister's fifth squirrel's skull.

The Leith police dismisseth us.

Mr. Fisk wished to whisk whisky.—*North Carolina Teacher.*

ARITHMETIC.

MENTAL WORK.

1. Two boys travelled in opposite directions, one at the rate of 6 miles an hour, the other, 5 miles. How far apart were they in 6 hours?

2. How many cords of wood at $6 a cord will it take to pay for 2 tons of coal at $7 a ton?

3. How many quarts of milk at 5 cents a quart will it take to pay for 6 dozen eggs at 20 cents a dozen?

4. How many feet in a room that is 6 feet wide and 9 feet long?

5. At $2 a rod, what will it cost to fence a field that is 10 rods square?

6. How many rods in a field 10 rods square?

7. How many yards of fringe will it take to put around a table that is 60 inches long and 30 inches wide?

8. At 12½ per cent. what is the interest of $64 for 1½ years?

9. What is the interest of $30 at 10 per cent. for 2½ years?

10. If one gill of milk costs ½ cents what will a quart cost?

11. At $10 a barrel, how much flour can be bought for $85?

12. How many pounds in 80 shillings?

13. One barrel of flour cost $8, what will ¼ of a barrel cost?

14. When ² of a box of oranges cost $4, what will a box cost?

15. What will a load of hay cost if ⅞ of a load cost $7?

16. When ⅜ of a cake costs 6 cts., what is the cost of the whole cake?

17. If 8 men can do a piece of work in 6 days, how long will it take 12 men?

18. If 4 men can do a piece of work in 3 days, how long will it take them to do twice as much work?

19. 6 is ⅓ of what number? 7 is ¼ of what number? 8 is ½ of what number?

20. What is ½ of 8? What is ⅓ of 9?

21. What are the prime factors of 12? of 9? of 6?

22. Bought 6 acres of land at $8 an acre, and sold it for $75. What was the gain?

23. Bought a knife for 80 cts., and by selling it lost 25 cts.; what was the selling price?

24. Bought a pair of boots for $5, and sold them for $6. What was the gain per cent.?

25. What will a barrel of flour cost if ⅔ cost $4?

26. Three men bought a horse for $180. What was each man's share?

27. A man bought 2½ acres of land for $200. What was the price an acre?

28. How much would 2½ dozen lemons cost at 3 cents a piece?

29. Divide two bushels of pears among 5 boys.

30. If I buy apples, 2 for a cent, how many can I buy for $8?

31. 7×½ of 10 are how many?

32. If a barrel of flour cost $8, what will ½ a barrel cost? ⅔ of a barrel?—*Miss E. C. Ball, in Popular Educator.*

A SHALL AND WILL LESSON.

MISS JOLLY has been having serious trouble in her school teaching the proper use of *shall* and *will*. She has finally succeeded, partially at least, in clearing up the vexed question. The County Secretary says that her school can distinguish the correct expression more readily than most teachers can.

The process can be illustrated in two typical lessons, which we will report from memory :

Miss Jolly—Now girls and boy (four girls and one boy in the class), there is one general rule on the use of shall that I wish you to take down in red ink : "When you wish to express futurity use *shall* in the first person, and *will* in the second and third." Jane, do you know what *futurity* means?

Jane—Wy, when you want to state something that's going to happen bye and bye.

Miss J.—That's it, all but the "wy." When you merely wish to state a thing to come in the future, about which you don't express one bit of will or wish, use shall. Here is one for example : "I shall be twenty next week." Now Jim what is that?

Jim looks as if he doubted the truth of the assertion, and Miss J. says, "We will make it thirty, Jim."

Jim—That's first person, and you just tell what's going to be ; you couldn't change it by your will or wish, and so there wouldn't be any use of willing. I think *shall* is right.

Miss J.—Now, Kate, try this one. "When shall I come to see you?"

Kate—That must be right ; for if you put *will* in place of *shall*, it makes nonsense out of it ; for we don't ask ourselves about our own will.

Miss J.—Well, well, we're having fine luck! May, try this one : "You will have a cold night for your ride."

May—That should be *shall*.

Miss J—Why?

May—It tells what's goin' to happen.

The hands are in air, Miss J. arches her eyebrows and looks at May, who thinks twice this time, and sheepishly mumbles something about second person, as she glances at the rule.

Miss J.—Here are two that look wrong at first, but come out all right if we understand them : "You will report at headquarters." That expresses a will, but it is the will of an officer commanding, and not the will of the second person. "Will you do me the favor to inquire?" Here is will again, but it is the will of the speaker—sort of hinted. Here is one, Lottie : "He will repent of his action."

Lottie—Third person, and just states what will happen—use will.

Miss J.—Lillie, try this one : "Will she receive us kindly?"

Lillie—Of course that's right. How *shall* would sound there. It asks what the will of someone else is.

Miss J.—No more now. Bring in five illustrations of this rule to-morrow, and I'll give you one more rule.—*The Moderator.*

GENERAL ADVICE ON TEACHING READING.

WHATEVER may be the method employed, the teacher should be anxious above all else to introduce intelligence and life into the reading lesson. Let him not call into play merely the mechanical memory of the child, but let him interest his other faculties, as his judgment and his imagination. The lesson should be short, interrupted if need be, by questions to animate it, and by diversions to make it pleasant. Let us not forget that reading is the child's first introduction to study, to school work. Let us take care that his first effort be not too difficult for him, and that he be not forever disgusted with study by his disagreeable apprenticeship to reading.—*Lectures on Pedagogy.*

WE often get most good from an article or a book that is not at all in accord with our views of things. We are set thinking, and good hard thinking helps make good teaching, unless, perchance, it is so unusual as to strain the rusty machinery of thought. —*Moderator.*

Hints and Helps.

A CHILD'S TIME-TABLE.

SIXTY Seconds in a Minute ;
Here's your task, so now begin it.

Sixty Minutes in an Hour ;
Do your work with all your power.

Twelve good Hours in every Day ;
Time for work and time for play.

Twenty-four for Day and Night ;
Some for darkness, some for light.

Every Week of Days has Seven ;
All are good, since all from Heaven.

Yet the First, the Day of Rest,
Ever must we count the best.

Lunar Months of Weeks have Four ;
Calendar, a few days more.

Twelve new Months in every Year ;
Each in turn is coming near.

Winter, Summer, Autumn, Spring,
All their pleasant changes ring.

Century!—a Hundred years ;
Leave with Heaven its hopes and tears.

—*North Carolina Teacher.*

"PUT YOURSELF IN HIS PLACE."

BY M. F.

WE very often have mottoes for our pupils ; but this one is for ourselves. It is not sufficient that it be written where we *may* see it, but it should become so impressed on our minds as to be ever present. If we succeed in making ourselves feel as the children do, we shall be in possession of a pretty sure and safe key that will open to us a way to treat them.

To begin with, in a vast majority of cases the children's motives are good, at least there is very little intentional meanness or stupidity among them.

Suppose we say, "Susie, you may tell me what those words say." Susie, who, perhaps, has some little difficulty in recognizing words, finally reads them all correctly, but does not express the thought as we think she should. We try to get her to see the idea behind the words. She looks at us uneasily, twists around, puts her finger in her mouth, and perhaps tries again, in that position. Shall we say sharply, "Take your finger down," and then blame her because it goes up again almost directly? Of course, we want her fingers down and wish her to have correct position of body, but shall we work from the outside to get it? Is the child wilfully disobedient to us? Shall we not, rather, work from the inside—try to feel in what condition her mind is under the circumstances? Is her awkward position not due to timidity and embarrassment? Let us try to reassure her, rather, and make her feel that we are in sympathy with her. How much more quickly her eye will brighten and her body straighten than if we attempt to command her.

We forget how hard these things are for these little children. Suppose you take a simple book with which you are unfamiliar, and turn it wrong side up, and then try to read with expression. Now if you can, imagine some one present whom you consider immeasurably your superior—who is in authority over you, and will probably criticise you. Do you think you would be embarrassed?

It is easy for us to make the letter m, but it is hard for a little beginner. Now we must try to find out just how hard it is and why, and feel in a manner as a child does who attempts it, or we are in no condition to teach him to make it. In every kind of instruction we must try to think : How does it seem to the child's mind? Just how much does he know about it? Where is the difficulty with him? We can't help him over a ditch in the road till we've gone on his side of it ; then having been over it before ourselves, we are able the more safely to guide him.

Just so, in cases of discipline. We should ask, What made the child do this or fail to do the other? Perhaps as bold a motive as "for fun," or "didn't think," will be the worst we'll find. Those things are annoying and must be bettered in some way surely, but can it be done by treating the child as if he maliciously did a very evil thing?

I know that often in the press of work and anxieties it seems as if the children maliciously commit offences. But really do they? Not often, I think, and if they do who roused the desire to be ugly? Is it not probably the result of some over-blame we have given him that has made him feel resentful? There is an innate sense of justice in children. They will usually take what blame they deserve, but not more. If we insist upon his taking it he will probably come up to that amount in the next offense. He doesn't exactly say to himself, "She thinks I'm bad, so I'll be bad," but it amounts to nearly that.

How very careful we should be in our treatment of little children. Don't treat them for severe ailments when but a slight remedy is necessary. Make a difference according to motives. A doctor doesn't treat all cases alike. A severe remedy is sometimes necessary, but use it only then.

When anything is wrong, like a good doctor, try to find out the cause and remove that—don't work to stop the symptoms with the cause still present. Or better still, study the mental hygiene of your school and individuals, and try to prevent difficulties arising.

There is another side to my text, which, as I haven't more than come to "seventeenthly," I should like to speak of :

Can you recall any circumstance, even in your "grown-up hood," when, having tried very hard upon some piece of work and succeeded pretty well, some fellow-worker or superior has said "I like that," or "That was well done"? Do you not know what a thrill of satisfaction you felt? Were you not happier and stronger for future work, and could you not do it better? If all this is true of old, grown-up children how much more of little ones?

Praise them—if not the result, then their efforts. Not unduly, of course, for here again they know what is just, and you will only cheapen yourself if you give praise where it is not due.

There is no end to my subject, and should be none to our efforts to keep it in mind and apply it. For after all what have I been writing about but the Golden Rule itself—"Whatsoever ye would that men (the children if in your place), should do to you, do ye even so to them."—*Indiana School Journal.*

A GRAIN OF COFFEE.

1. WHERE may it have grown?
2. How many miles from here?
3. Is the country larger or smaller than the United States?
4. How does its climate compare with ours?
5. In what kind of soil does it grow?
6. In what kind of land, low or high?
7. Is it a cultivated plant?
8. What other countries beside the one you named, produce coffee?
9. What people are engaged in its production?
10. Name the different kinds of coffee you know.
11. Do you drink coffee? Which kind do you like best?
12. To which kind does the grain you brought to school belong?
13. How was this grain brought to this country? Describe the route.
14. Did it come in boxes or sacks?
15. About how many pounds in sack?
16. What was the color of this grain, when the retail dealer received it?
17. What color is it now?
18. What changed the color? Who did it?
19. What else must be done before it is ready for use? Who does this?
20. Describe the rest of the process of "making coffee" to drink?
21. Why is coffee not raised in the United States?
22. Try rice, sugar, and salt, varying the questions to suit the topic.

—*Indiana School Journal.*

GO to the ant, thou sluggard ; consider her ways and be wise.—*Bidle.*

WENTWORTH TEACHERS' ASSOCIATION

(Continued from page 171)

Routine business was the first in order, and under this heading ensued a lively discussion as to whether or not members of the executive committee should pay their own expenses. Some thought that the honor of holding office should be sufficient reward for any outlay the members incurred, but in the end it was decided that these necessary expenses should continue to come from the Association funds.

A motion was carried to the effect that in the future the meetings should not be held on Saturdays. Inspector Smith then addressed the meeting, and gave a summary of the results of the last entrance examination, showing the percentage passed and also pointing out the subjects in which there were most failures.

The first paper of the session was then read by Miss Lyons. Subject, "Notation and Numeration."

This paper showed careful preparation, and was well received by the teachers. The method adopted by Miss Lyons was objective, and her plan was to gradually lead the pupil from the known to the unknown by basing notation on his knowledge of decimal currency. Discussion followed by Miss Roberts, J. A. Hill and R. Burton.

"The Four Simple Rules" formed the subject of the next paper, read by R. T. Gould. In dealing with this subject Mr. Gould showed that much depended on the clearness of the pupil's conception of notation. He laid great stress on the importance of having pupils express work on slates by means of signs. Another element of success he rightly claimed to be "everlasting drill." Discussion followed by A. L. Bonham and Mrs. C. Templar.

AFTERNOON SESSION.

Jno. B. Colton gave an outline of his method of teaching Reduction. He would begin by using the pupil's knowledge of notation, requiring him to divide numbers into tens, dozens, etc. From this a pupil would be able to deduce a method for reduction. Discussion followed by David Bell and Inspector Smith. Mr. Bell laid great stress on the importance of having the pupils actually measure things for themselves. Inspector Smith then outlined a method of his own for teaching this subject. He believed in bringing into play the reasoning powers of the child, and with that end in view would make reduction an exercise in logic. "If there are two pints in one quart, there are three times as many in three quarts." The pupil would be required to reason out his work in this way, expressing each step by means of signs, but not performing any of the mechanical work. This should form a separate exercise.

The next subject was a very interesting address by A Peacock, on "Fifth Class Work in a Public School." Mr. Peacock claimed that circumstances in rural districts rendered it absolutely necessary to teach a Fifth Class. Lack of time was the great drawback, but he believed that if the pupils were anxious to learn, very little of the teacher's time need be taken up. The teacher should teach the pupil to educate himself by showing him how to use books. Discussion followed by J. H. Putman, T. H. Stewart and R. H. Scott, all successful teachers of Fifth Classes. All were agreed that only a part of the High School course should be attempted, and that under no circumstances should the teacher undertake to prepare candidates for Departmental examinations.

Jno. M. Urie then read a paper on the "Compound Rules." Mr. Urie would base this on the simple rules. He showed that by his method no serious difficulties would occur.

EVENING SESSION.

The teachers and their friends met in the same place at 7.30. The ladies of Wesley church had prepared a bountiful entertainment for the inner man, and, after ample justice to this important matter, the programme was taken up.

S. B. Sinclair, B.A., Ph.B., of the Model school, gave a very interesting "Talk" on his trip to Europe, and the wonders he saw in the schools of London and Paris. He considered the English schools ahead of ours in manual training, drill, calisthenics, etc., but upon the whole believed that we had reason to be proud of our school system as the best in the world.

Rev. Mr. Maxwell gave an address of welcome to the teachers, and referred to his own experience as a teacher. Choice music and recitations were furnished.

MORNING SESSION, SATURDAY.

The meeting was called to order at 9.15, Vice-President J. A. Hill in the chair.

J. F. Ballard gave an interesting report on the working of the Library. His statements showed that the teachers appreciated their collection of valuable books. He also referred to the requests of different teachers that more books be added. The ones most asked for were an annotated edition of "Shakespeare," "Ruskin," and a constitutional history of Canada.

S. J. Atkin then read a paper on writing. He claimed that this subject was neglected in our schools. His directions regarding writing materials, pen holding and movement, showed that he was a master of the subject. Discussion followed by N. L. Burnham, Geo. F. Poole and C. H. Thompson.

The last of the series of papers on Arithmetic was given by A. N. Zimmerman, the subject being "Percentage." It was shown that by talks with the pupils about borrowing and lending money this subject would present no serious difficulties.

It was then resolved that the next meeting be held in Hamilton, and that particular attention be devoted to the subjects of History and Geography.

The election of officers for the ensuing year resulted as follows:—President, J. H. Putman, Ancaster; Vice-President. Miss Bella Lyons, Dundas; Secretary, Robt. Burton, Dundas; Treasurer, David Bell, Rockton; Librarian, J. F. Ballard, Hamilton.

ENTRANCE EXAMINATIONS

TO

High Schools and Collegiate Institutes.

The next Entrance Examination to High Schools and Collegiate Institutes will be held on December 18th, 19th, and 20th.

Examination papers will be set in Literature on passages from the following lessons in the authorized Fourth Reader :—

DECEMBER, 1889.

1.	Clouds, Rains and Rivers	pp. 54— 59
2.	The Death of the Flowers	" 67— 68
3.	Flow Gently, Sweet Afton	" 98
4.	Resignation	" 105—106
5.	Lead, Kindly Light	" 145
6.	Dora	" 137—142
7.	The Heroes of the Long Sault	" 155—161
8.	Lochinvar	" 169—170
9	A Christmas Carol	" 207—211
10.	The Heritage	" 212—213
11.	Song of the River	" 221
12.	Landing of the Pilgrims	" 229—230
13.	Edinburgh after Flodden	" 277—281
14.	National Morality	" 295—297
15.	The Forsaken Merman	" 298—302

JULY, 1890.

1.	The Vision of Mirza—First Reading	pp. 63— 66
2.	" " " " Second Reading.	" 68— 71
3.	To Mary in Heaven	" 97— 98
4.	Flow Gently, Sweet Afton	" 98
5.	The Bell of Atri	" 111—114
6.	Ring Out, Wild Bells	" 121—122
7.	Lead Kindly Light	" 145
8.	The Heroes of the Long Sault	" 155—161
9.	Lochinvar	" 169—170
10.	A Christmas Carol	" 207—211
11.	The Heritage	" 212—213
12.	Song of the River	" 221
13.	The Ocean	" 247—249
14.	The Song of the Shirt	" 263—265
15.	The Demon of the Deep	" 266—271
16.	Edinburgh after Flodden	" 277—281
17.	Canada and the United States	" 289—291
18.	The Forsaken Merman	" 298—302

At each examination candidates should be able to quote any part of the selections especially prescribed for memorization, as well as passages of special beauty from the prescribed literature selections. They will be expected to have memorized all of the following selections :

1.	The Short Extracts	(List given on page 8.)
2.	I'll Find a Way or Make It	pp. 22
3.	The Bells of Shandon	" 51— 52
4.	To Mary in Heaven	" 97— 98
5.	Ring Out, Wild Bells	" 121—122
6.	Lady Clare	" 128—130
7.	Lead, Kindly Light	" 145
8.	Before Sedan	" 199
9.	The Three Fishers	" 220
10.	Riding Together	" 231—232
11.	Edinburgh after Flodden	" 277—281
12.	The Forsaken Merman	" 297—302

DRAWING.—Drawing Book, No. 5, of the Drawing Course for Public Schools. Pupils may present their school work in Drawing in any blank exercise book, so long as it covers the prescribed course, and no discrimination will be made in favor of work contained in the authorized drawing book.

AGRICULTURE AND TEMPERANCE. — Papers will be set in these as optional bonus subjects. A candidate may choose which of them he will take, but it is not compulsory to take either, and he cannot take both. Marks not exceeding 75 may be added for the subject chosen. (Reg. 38).

TIME TABLE OF THE EXAMINATION, DECEMBER, 1889.

FIRST DAY.

9.00 to 11 a.m.	Grammar.
11.15 a.m. to 12.30 p.m.	Geography.
2.00 to 3.30 p.m.	History.

SECOND DAY.

9.00 to 11.00 a.m.	Arithmetic.
11.05 to 12.15 p.m	Drawing.
1.15 to 3.15 p.m.	Composition.
3.25 to 4.00 p.m.	Dictation.

THIRD DAY.

9.00 to 11.00 a.m.	Literature.
11.10 to 11.40 a.m.	Writing.
1.30 to 3.00 p.m.	Temperance and Hygiene, or Agriculture.

Reading to be taken on the above days at such hours as may suit the convenience of the examiners.

ALEX. MARLING,
Secretary.

EDUCATION DEPARTMENT,
TORONTO, August, 1889.